

FOR OFFICIAL USE

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Grand
Total

Total Mark
(Listening)

X232/701

NATIONAL
QUALIFICATIONS
2010

WEDNESDAY, 2 JUNE
1.00 PM – 1.40 PM

GAELIC (LEARNERS)
ADVANCED HIGHER
Section A: Listening

Fill in these boxes and read what is printed below.

Full name of centre

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Town

--

Forename(s)

--

Surname

--

Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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Please read the instructions on page two.

After carrying out Section A—Listening, you will leave the examination room for a break of 20 minutes. You must hand in your answer booklet for Section A at this point.

Following the break, you will have 2 hours to answer Sections B(i), B(ii) and B(iii).



The procedure will be as follows (all instructions will be read out on the CD).

The test will last approximately 40 minutes depending on the length of the passage.

You will be allowed 1 minute to read the questions for **Part one** before hearing **Part one** of the passage.

You will hear **Part one** of the passage **twice**. Between the two readings there will be an interval of 5 minutes for you to study the questions.

After the second reading, you will write your answers for **Part one in English**. You will be allowed 5 minutes to write your answers.

You will be allowed 1 minute to read the questions for **Part two** before hearing **Part two** of the passage.

You will hear **Part two** of the passage **twice**. Between the two readings there will be an interval of 5 minutes for you to study the questions.

After the second reading, you will write your answers for **Part two in English**. You will be allowed 5 minutes to write your answers.

Shortly before the end of the test you will hear **Part one** and **Part two** of the passage **for a third time**.

You may make notes at any time.

You may not ask for the repetition of any word or phrase.

Do not turn over this paper until told to do so.

SECTION A: Listening**Time: 40 minutes****A' fàgail Bharraigh**

The following questions are based on excerpts from an article on the subject of education. Listen carefully to the passage and answer, in English, the questions which follow. *Marks*

Part 1

1. What did Alasdair have to do at the age of fourteen?

2

2. What could pupils not do in the local school?

2

3. What did Alasdair hope would happen?

2

4. If this had happened, what would have been his response?

2

5. In what way was Alasdair like the other children at the time?

2

6. What does the author say to indicate that times have changed since then?

1

[Turn over

7. (a) Why would Alasdair's parents assume that he accepted he would have to leave?

3

- (b) Why would Alasdair have to leave?

2

8. Who else, other than teachers, did Alasdair regard as having a good education in the community?

2

9. Of what was Alasdair certain?

2

10. Give **three** pieces of evidence that led him to believe this.

3

11. What could Alasdair remember that no one else could?

1

Part 2

12. Alasdair spent much time listening to the radio. Suggest **three** reasons for this.

3

13. What information had he not shared with anyone?
_____ 1
14. If he were to start in his favoured career what output would be of most interest to him?
_____ 1
15. What other type of output would interest him **and** what had awakened this interest?

_____ 3
16. Give in English the name he had in mind for such a programme.
_____ 1
17. Of what did Alasdair convince himself?

_____ 2
18. What result did he hope this would have?
_____ 1
19. What comment did the headteacher make about Alasdair?

_____ 2
20. How did Alasdair feel that night?
_____ 1
21. How did he feel when it was time to leave home?
_____ 1
- (40)

[END OF SECTION A: LISTENING]

[END OF QUESTION PAPER]

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MARKER'S GRID

Candidate Name	
Candidate Number	
Section A	Listening 40
Section B(i)	Reading 40
B(ii)	Writing 40
B(iii)	Literature 40
Grand Total	160

X232/702

NATIONAL
QUALIFICATIONS
2010

WEDNESDAY, 2 JUNE
1.00 PM – 1.40 PM

GAELIC (LEARNERS)
ADVANCED HIGHER
Section A: Listening Transcript

This paper must not be seen by any candidate.



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INSTRUCTIONS TO THE TEACHER IF THE RECORDING IS PLAYED

1. Start the machine.
2. All instructions are contained on the CD, which should be played in full for the duration of the text. The test will last approximately 40 minutes, depending upon the length of the passage.
3. All pauses and repeat playings are also included on the CD.
4. Do not stop the machine at any point.

At the end of the test, ask the candidates to leave the room. They should not take any printed material with them.

[Turn over

**INSTRUCTIONS TO THE TEACHER IF THE PASSAGE IS TO BE READ ALOUD
(EMERGENCY ONLY)**

1. **You should use the ten minutes before the examination starts to familiarise yourself with the passage to be read. You will not see the questions to be answered and you must not communicate with the candidates on the content of the test.**

2. **At the start of the test, say to the candidates:**

You will have 40 minutes for the test. The passage is in two parts. You will hear the first part and answer the questions on that part before hearing the second part. Before the end of the test you will hear the entire passage again.

Turn over your question papers. You have one minute to read the questions for **Part one** before hearing that part of the passage. You may make notes at any time throughout the test.

[ONE-MINUTE PAUSE]

3. **Read Part one of the passage aloud, talking clearly and naturally, and taking no more than approximately 2 minutes 30 seconds to complete the reading. Do not use explanatory gestures.**

[FIRST READING OF PART ONE OF THE PASSAGE]

4. **At the end of Part one say to the candidates:**

You now have five minutes to study the questions.

[FIVE-MINUTE PAUSE]

5. **Read Part one of the passage aloud for a second time, in exactly the same manner as before and taking the same amount of time.**

[SECOND READING OF PART ONE OF THE PASSAGE]

6. **Say to the candidates:**

Now write your answers to **Part one** in English. You have 5 minutes to write your answers.

7. **You should stay in the room. You must not see a copy of any printed paper nor communicate with the candidates in any way.**

8. **At the end of the 5 minutes say to the candidates:**

You have one minute to read the questions for **Part two** before hearing the passage. You may make notes at any time throughout the test.

[ONE-MINUTE PAUSE]

9. **Read Part two of the passage aloud, talking clearly and naturally, and taking no more than approximately 2 minutes 30 seconds to complete the reading. Do not use explanatory gestures.**

[FIRST READING OF PART TWO OF THE PASSAGE]

- 10. At the end of Part two, say to the candidates:**

You have five minutes to study the questions.

[FIVE-MINUTE PAUSE]

- 11. Read Part two of the passage aloud for a second time, in exactly the same manner as before and taking the same amount of time.**

[SECOND READING OF PART TWO OF THE PASSAGE]

- 12. Say to the candidates:**

Now write your answers to **Part two** in English. You have five minutes to write your answers.

[FIVE-MINUTE PAUSE]

- 13. Read the entire passage in exactly the same manner as you read both parts before and taking the same amount of time.**

[READING OF THE ENTIRE PASSAGE]

- 14. At the end of the test instruct the candidates to leave the room, leaving behind any printed material.**

[Turn over

SECTION A LISTENING—PASSAGE

A' fàgail Bharraigh

Part 1

Cha robh Alasdair ach ceithir bliadhna deug nuair a b' fheudar dha a dhachaigh fhàgail agus a dhol don àrd-sgoil anns a' Ghearasdan. Cha b' urrainn do sgoilearan deuchainnean nàiseanta a shuidhe aig aois sia bliadhna deug ann an sgoil Bharraigh aig an àm. Bha Alasdair an dòchas gum faighnicheadh a phàrantan dha an robh e ag iarraidh falbh. Bhiodh e air innse dhaibh nach robh.

Ach, cha do dh' fhaighnich iad idir, agus bha Alasdair mar a' chlann eile aig an àm – bha e ro mhodhail airson an rud a bha esan ag iarraidh innse dha phàrantan. Cha b' e an-diugh an-dè!

Agus, carson a bha iad a' dol a dh'fhaighneachd? Nach robh fios aig a h-uile duine gum biodh clann a bha a' dèanamh gu math san sgoil a' fàgail na dachaigh aig an aois sin. Bha fios gum feumadh tu foghlam math airson adhartas a dhèanamh san t-saoghal. Bha fios aig Alasdair fhèin gun robh foghlam mòr aig tidsearan, aig a' bhancair agus aig an fhear-lagha agus bha e glè chinnteach gun robh tuarastal fada na b' fheàrr acasan na bh' aig daoine eile. Bhiodh aodach spaideil eadar-dhealaichte orra a h-uile latha agus bhiodh iad a' falbh air làithean-saora dà thuras sa bhliadhna. Cuideachd, bha càraichean ùra, daora aca agus cha robh càr de sheòrsa sam bith aig mòran eile air an eilean aig an àm. Bha fios aig Alasdair air àireamh gach càir a bh' air an eilean air a theanga! Cha robh sin aig duine eile am Barraigh.

[END OF PART 1]

Part 2

Cha robh san teaghlach ach Alasdair fhèin agus oir nach robh e measail air cur-seachadan a-muigh bhiodh e gu tric na shuidhe ag èisteachd ris an rèidio. Cha robh telebhisean air na h-eileanan a ruighinn fhathast. Ged nach tuirt e sin ri duine, bha fios aige dè bha e ag iarraidh a dhèanamh. Bha e ag iarraidh a bhith na chraoladair. Chòrdadh e ris a bhith a' dèanamh phrògraman-ciùil. Sin a b' fheàrr leis. Ach bhiodh e cuideachd ag èisteachd ri “Litir bho Ameireaga” agus thug sin air smaoineachadh gum biodh e inntinneach a bhith a' dèanamh phrògraman mu dhùthchannan eile san Roinn Eòrpa. Prògraman 's dòcha air am biodh ainm coltach ri “Dùthaich na seachdain seo”. Ach bha aon rud a' cur dragh air. Cha robh fios aige am feumadh e foghlam oilthigh airson dreuchd mar sin. Ach smaoinich e gum feumadh, agus bha e an dòchas air sgàth sin nach biodh e cho doirbh dha a dhachaigh fhàgail.

An oidhche a bha e a' deisealachadh airson falbh chuimhnich e air na thuirt ceannard na sgoile air Oidhche nam Pàrantan. Thuirt e gum b' fhada bho bha sgoilear aige air an robh ceann cho math 's a bh' air Alasdair. An oidhche sin bha e cho toilichte ri rìgh! Ach a-nochd is ann a bha e duilich gun robh e cho comasach san sgoil.

[END OF PART 2]

[END OF PASSAGE]

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Total Mark
(Reading)

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X232/703

NATIONAL
QUALIFICATIONS
2010

WEDNESDAY, 2 JUNE
2.00 PM – 4.00 PM

GAELIC (LEARNERS)
ADVANCED HIGHER
Section B(i): Reading
Section B(iii): Writing
Section B(iii): Literature

Do not open this Question Paper until told to do so.

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

--

Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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B(i) Reading–Information

Read carefully the English introduction at the beginning, and then work through the paper, starting at Question 1.

When you think you know the answer for each question, write your answer **in English** in the space provided after the question. (You are not expected to fill in all the spaces.)

You may use a Gaelic dictionary.

B(ii) Writing–Information

A separate booklet will be provided.

B(iii) Literature–Information

A separate booklet will be provided.

Please indicate on the booklet which question you are answering.



Read the following passage carefully, then answer **in English** the questions which follow.

Turasachd air a' Ghàidhealtachd.

Tha luchd-turais nas cudromaiche do eaconamaidh na Gàidhealtachd 's nan Eilean na tha iad do eaconamaidh sgìre sam bith eile ann an Alba. Mar eisimpleir, tha fichead às a' cheud den luchd-obrach ann an sgìre An Eilein Sgitheanaich, Loch Aillse is Loch Abair ann an obraichean co-cheangailte ri turasachd.

Canaidh daoine gun do thòisich turasachd air a' Ghàidhealtachd o chionn ceud gu leth bliadhna. Ged a bha beagan sgrìobhadairean a' tighinn gu tuath ron àm sin cha robh buaidh aig na sgrìobh iad air a' chuid mhòir den t-sluagh idir.

Ach ann an 1852 cheannaich am Prionnsa Albert taigh mòr Bhaile Mhoireil agus goirid às dèidh sin thog e caisteal ùr ann. Dh'fhàs a' Bhanrigh Bhictòria uabhasach measail air làithean-saora a chur seachad sa chaisteal sin. Thug seo air mòran ùidh a ghabhail anns a' Ghàidhealtachd agus dh'fhàs e fasanta do dhaoine beairteach tighinn gu tuath air an làithean-saora. B' e sealg nam fiadh agus iasgach nam bradan dà chur-seachad a bha a' còrdadh riutha.

Mun àm seo, cuideachd, thòisich trèanaichean a' ruith tron Ghàidhealtachd far nach robh riomhe ach carbadan each. Ràinig a' chiad trèan Inbhir Nis ann an ochd ceud deug seasgad 's a trì agus seachd bliadhna deug às dèidh sin ràinig a' chiad tè Port an t-Sròim air cladach an iar na Gàidhealtachd. Bha e a-nis a' fàs na b' fhasa siubhal gu luath agus gu cofhurtail gu iomadh sgìre air a' Ghàidhealtachd.

Aig toiseach na ficheadaimh linne bha stèisean rèile anns an Òban, ann am Mallaig agus ann an Caol Loch Aillse agus bha bàtaichean-smùide a' seòladh às na puirt sin do na h-Eileanan an Iar. Tron chiad leth den linn, is e àireamh glè bheag de luchd-turais a bhiodh orra.

Ged a bha sin mar sin, bhiodh teaghlaichean beairteach a bha a' fuireach faisg air beul Abhainn Chluaidh a' tadhal air na h-eileanan. Bhiodh iad a' siubhal anns na bàtaichean-seòlaidh aca fhèin ach cha bhiodh iad a' cosg mòran airgid air tìr oir bhiodh iad ag ithe agus a' cadal air bòrd nam bàtaichean. A dh'aindeoin sin bha iad a' cuideachadh eaconamaidh nan eilean, seach gur ann às na h-eileanan a bha a' chuid mhòr de na seòladairean a bhiodh iad a' fastadh fad an t-samhraidh 's an fhoghair.

An-diugh, tha e na chuideachadh do na h-Eileanan an Iar gu bheil seirbheis-adhair mhath aca. Is fhada bho dh'fhaodadh tu siubhal asta gu ruige Glaschu ann an ceathrad mionaid. Nach math sin seach na còig uairean a thìde a bheir e an ceann-uidhe sin a ruighinn le càr às an Eilean Sgitheanach, 's gun port-adhair nas fhaisge na Inbhir Nis.

Ach faodaidh na Sgitheanaich a bhith coma mu cho fada 's a tha e a' toirt airson siubhal don eilean aca. Bha luchd-turais riamh sònraichte measail air Eilean a' Cheò agus, an-uiridh, thadhail barrachd dhiubh air ionad ann am Port Rìgh na thadhail air ionad sam bith eile air a' Ghàidhealtachd.

QUESTIONS

1. What information regarding tourism is given in the first sentence?

3

2. What statistic backs up this information?

3

3. How far back are the origins of tourism in the Highlands generally dated?

1

4. What are we told about the writings of early visitors to the area?

2

5. What happened in Balmoral in 1852 and shortly afterwards?

2

6. What did Queen Victoria feel about Balmoral after this?

2

7. What was the result of Queen Victoria's attitude to Balmoral? Give a detailed answer.

3

8. Name **two** activities that were attractive to the early tourists.
- _____
- _____ 2
9. What form of transport did the trains replace?
- _____ 1
10. What details are given regarding Stromeferry? Give a detailed answer.
- _____
- _____
- _____ 3
11. Name **one** main advantage of travelling by rail.
- _____ 1
12. During what period was the number of visitors to the Outer Hebrides still very low?
- _____
- _____ 2
13. What group of visitors to the Outer Hebrides is mentioned?
- _____
- _____
- _____ 3
14. Explain the spending habits of the visitors whilst in the islands.
- _____
- _____ 2
15. Explain in detail how this group contributed to the economy of the islands.
- _____
- _____ 2

16. What has been of advantage to the Outer Hebrides?
-
- 1
17. Give details of the **two** contrasted journeys.
-
- 1
18. What record was achieved last year by a centre in Portree?
-
-
-
- 3
19. (a) What genre of writing is this an example of?
-
- 1
- (b) Name **two** examples of sources in which you might find similar passages.
-
-
- 2
- (40)

[END OF SECTION B(i): READING]

[Turn over

SECTION B(ii): Writing

**Time: 40 minutes
(recommended)**

Present an argument based on ONE of the following choices. Your position may be either for or against the statement.

Write your answer in the separate answer booklet provided for Section B(ii) Writing and Section B(iii) Literature. *Marks*

Obair/Careers

1. Chan eil Gàidhlig feumail airson obair sam bith ach teagasg. (40)
2. Mura bi obraichean anns na h-eileanan airson daoine òga cha bhi a' Ghàidhlig beò. (40)

Biadh agus Slàinte/Food and Health

3. Cha do rinn siùcar, salann agus saill cron air duine riamh. (40)
4. Tha daoine cho trang an-diugh agus chan eil tide aca airson eacarsaich. (40)

Na Meadhanan/Media

5. Chan eil duine ag iarraidh phrògraman mu chòcaireachd air an telebhisean. (40)
6. Chan eil dad math airson dheugairean air BBC Alba, an seanail Gàidhlig. (40)

Gnothaichean Coitcheann/General Issues

7. Chan eil e ceart a bhith a' cosg airgead airson a' Ghàidhlig a chumail beò. (40)
8. Is e rud gòrach a tha ann an soidhneachan Gàidhlig air na rathaidean agus bidh iad a' cur luchd-turais ceàrr. (40)

[END OF SECTION B(ii)—WRITING]

SECTION B(iii): Literature

**Time: 40 minutes
(recommended)**

Answer ONE literature question.

Write your answer in the booklet provided for Section B(ii) Writing and B(iii) Literature.

Marks

1. “It made me think of something I had not thought of before.”
“The ending was totally unexpected.”

Write a brief account of **one** Gaelic short story to which one or both of the above comments could be applied. Comment on the style of writing, the use of literary techniques and the extent to which the author achieved the intended effect. Comment also on what especially appealed to you about this short story.

(40)

2. Give an account of **one** Gaelic poem you would describe as “The most powerful piece of poetry I have ever read”.

Refer to aspects such as style, vocabulary, technique and imagery. Explain why this poem made such a strong impact on you.

(40)

3. What particularly appeals to you about the writings of your favourite Gaelic author?

Referring to style, technique and imagery discuss **two** pieces of his/her work that exemplify the literary qualities you admire.

(40)

4. In a weekly radio programme individuals discuss a Gaelic novel they have read lately and recommend it to listeners. In next week’s programme you will be the guest.

Write an account of what you will be saying about your chosen novel.

(40)

5. Discuss **two** examples of work, from different types of Gaelic writing, which deal with a theme you have studied.

Explain why you find one of the pieces more effective and appealing than the other.

(40)

6. Discuss any **one** theme you have studied through Gaelic literature and give an account of **two** pieces of writing which deal with this theme in a particularly skilful and effective manner.

(40)

7. Choose **one** Gaelic writer whose work you have studied and discuss the main themes explored in his/her work. Discuss the techniques employed in **one** piece of writing relating to the theme you believe the writer to be most adept at dealing with.

(40)

8. Choose **one** Gaelic play **OR one** Gaelic film and give an account of its content. Discuss some techniques employed by the writer/director and suggest some alterations which, in your opinion, would have improved the end product.

(40)

[END OF SECTION B(iii): LITERATURE]

[END OF QUESTION PAPER]

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